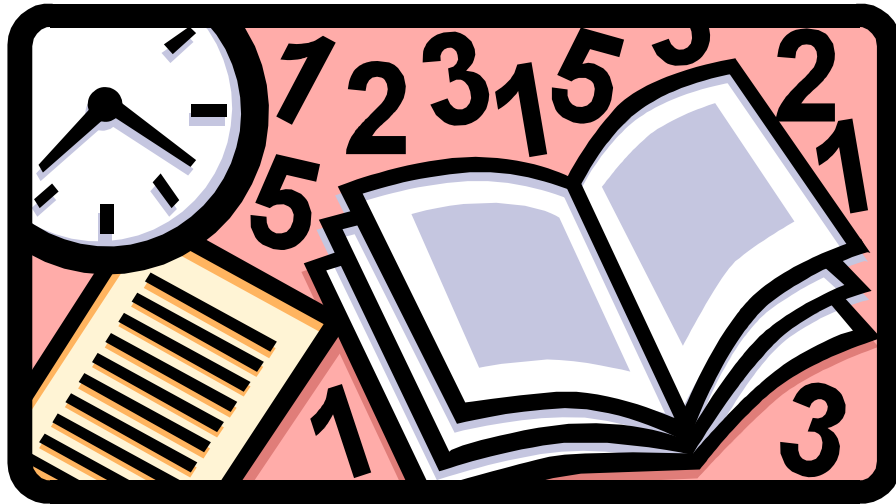


# **GUIDELINES FOR ACCREDITATION REVIEW AND ASSISTANCE PROCESS SUPPORTING THE FIVE-YEAR COMPREHENSIVE EDUCATION PLAN DEVELOPMENT (10.55.601 ARM)**



**Office of Public Instruction  
Linda McCulloch, Superintendent  
Accreditation - Revised - December 2002**

**PURPOSE:** The attached set of guidelines is meant to provide a common point of reference for (1) districts in assisting them as they prepare their individual Five-Year Comprehensive Education Plans (5YCEP) and their periodic progress summaries for those plans; and (2) for the Office of Public Instruction (OPI) designated peer review teams who will review the plans once they are turned in to the OPI.

The 5YCEP can be inclusive of any necessary and appropriate planning for federal programs. It is believed this can help reduce the impact such planning can have on district time and other scarce resources.

**GENERAL ORGANIZATION:** The guidelines are organized according to each required component of the 5YCEP. The criteria listed below each component reflect the current research and best practice relating to effective continuous education improvement planning and implementation.

Individual district plans may take a variety of forms and utilize many different presentation styles. However, all plans need to be clearly indexed to identify each required component.

**IN PROGRESS - PLAN NOT COMPLETE:** This box should be checked only when the plan is first submitted on May 1, 2003, and only if a given component is not substantially complete. A component may be substantially complete and still be lacking a certain specific requirement, such as no survey of former students is in place yet. Any component **IN PROGRESS** must be completed and submitted to the OPI as part of the Annual Data Collection (ADC) process in the fall 2003.

**EXPECTATIONS MET/EXPECTATIONS NOT MET:** the reviewers will use these boxes.

**OPTIONS FOLLOWING TEAM REVIEW PROCESS:** The review process is meant to provide districts with feedback on their respective plans. If a **final** plan does not meet minimum expectations, it will be returned to the district for further action. The OPI will provide technical assistance as needed and/or requested. Site visits may also occur. Utilizing data/observations from both the review process and site visits, the OPI plans to begin building a database of best practices.

**QUESTIONS OR FURTHER INFORMATION:** Contact Al Mc Milin, OPI Accreditation Specialist-(406) 444-3128 or amcmilin@state.mt.us.

**MINIMUM EXPECTATIONS FOR FIVE-YEAR COMPREHENSIVE EDUCATION PLAN  
WITH REQUIRED COMPONENTS AND SUPPORTING DEVELOPMENT CRITERIA**

**A. DISTRICT PROFILE**

Profile data used as a foundation for district planning process is referenced.

- ☐ THIS COMPONENT COMPLETED  
☐ THIS COMPONENT IS STILL IN PROGRESS

District Comments:

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**Review Team Use Only**

- ☐ EXPECTATIONS MET  
☐ EXPECTATIONS NOT MET

Review Team Comments:

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**B. DISTRICT EDUCATIONAL GOALS**

**B1. EDUCATIONAL PHILOSOPHY-ARM 10.55.701 (MISSION, VISION, BELIEFS)**

Copies of applicable board policies are included.

- ☐ THIS COMPONENT COMPLETED  
☐ THIS COMPONENT IS STILL IN PROGRESS

District Comments:

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**Review Team Use Only**

- ☐ EXPECTATIONS MET  
☐ EXPECTATIONS NOT MET

Review Team Comments:

**B2. PERFORMANCE GOALS AND PERFORMANCE INDICATORS**

1. Plan goals address necessary priorities that may be established by federal programs - No Child Left Behind Act of 2001, IDEA, E-Rate, etc.
2. Plan goals are based upon the results of the district profile analysis and stakeholder dialogues.
3. Plan goals are measurable and performance indicators are clearly defined.
4. School level action plans and performance targets reflect the district level goals and are attached to the plan.
5. Time frames for completion of each component of applicable district/school level action plans are included as part of the plan.

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**THIS COMPONENT IS COMPLETE**

**THIS COMPONENT IS STILL IN PROGRESS**

District Comments:

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**Review Team Use Only**

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**EXPECTATIONS MET**

**EXPECTATIONS NOT MET**

Review Team Comments:

**C. PLAN REFLECTS ONGOING STANDARDS-BASED CURRICULUM DEVELOPMENT**

1. Assurance is provided that state content standards are incorporated in to the district's curriculum for all grades.
2. Curriculum sample is provided that shows logical skills and process continuum that will prepare all students to meet standards.
3. Summary included describing how the district curriculums reflect the distinct and unique cultural heritage of the American Indians.
4. Included is a description and timeline for a process the district is using to develop, review, sustain, update and implement standards-based curriculum.

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**THIS COMPONENT IS COMPLETED**

**THIS COMPONENT IS STILL IN PROGRESS**

District Comments:

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**Review Team Use Only**

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**EXPECTATIONS MET**

**EXPECTATIONS NOT MET**

Review Team Comments:

**D. PLAN REFLECTS ONGOING DEVELOPMENT AND USE OF QUALITY ASSESSMENTS**

1. District assessment plan is included that reflects the use of appropriate multiple assessment method. Assessments need to be aligned with, and measure student progress toward meeting and/or exceeding, state content and performance standards and identified district and school goals.
2. Evidence that assessment data has been disaggregated for analysis (all students, economically disadvantaged, racial/ethnic, LEP, children w/disabilities (IDEA), and gender).
3. Plan evidences that instructional staff have had opportunity to meet and review data.
4. There is evidence/example of data being gathered from graduates that is used in the planning process.
5. There is evidence/example of climate data being gathered which is used in the planning process.

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**THIS COMPONENT IS COMPLETED**

**THIS COMPONENT IS STILL IN PROGRESS**

District Comments:

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**Review Team Use Only**

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**EXPECTATIONS MET**

**EXPECTATIONS NOT MET**

Review Team Comments:

**E. PLAN REFLECTS IMPLEMENTATION OF STANDARDS-BASED INSTRUCTION THAT IS SUPPORTED BY AN APPROPRIATE AND APPLICABLE STAFF DEVELOPMENT PROGRAM**

1. Plan outlines how district will implement applicable standards-based instructional strategies that are aligned with district and school goals.
2. Instructional strategies are identified that will work with students of diverse needs.
3. Instructional strategies chosen are based upon proven research and best practices in teaching, learning and leadership.
4. Professional development plans include strategies and support during and following implementation.
5. Professional development activities address training needs of certified, licensed, paraprofessional and other non-certified staff.

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**THIS COMPONENT IS COMPLETE**

**THIS COMPONENT IS STILL IN PROGRESS**

District Comments:

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**Review Team Use Only**

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**EXPECTATIONS MET**

**EXPECTATIONS NOT MET**

Review Team Comments:

**F. DISTRICTS WILL PROVIDE A BRIEF SELF-EVALUATION SUMMARY AS PART OF THE ONGOING ANNUAL DATA COLLECTION (ADC) PROCESS.**

1. This summary needs to include (1) a section reviewing results and conclusions of yearly assessments as they apply to specific district and school goals underscoring areas of improvement or lack of improvement; (2) a section reviewing the past year's professional development plan; and (3) a section outlining needed and appropriate changes in district and school action plans.
2. Copies/examples of methods used by districts to report to stakeholders concerning plans and progress of continuous improvement process.

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**Review Team Use Only**

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**EXPECTATIONS MET**

**EXPECTATIONS NOT MET**

Review Team Comments: